

# **Powerful Procedures for Team Meetings: The Vehicle for Refining RTI Data-Driven Decisions**

## **“Take-Away” Packet: Activities and Sample Tools**

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## Facilitating Meetings in RtI Implementation

### Powerful Procedures: A Self-Assessment

Questions for Consideration	Strategies that Work	Things in Place	Things to Do
<b>FOCUSING/COMMUNICATING GOALS</b> <i>What is our focus?</i> <i>Over time? At each meeting?</i> <i>How do we keep our goals visible?</i>	<i>Mission/Vision</i> <i>Achievement Goals</i> <i>Annual Calendar</i>		
<b>MEETING STRUCTURE/ROLES</b> <i>What <b>predictable</b> procedures organize our work? Who does what?</i>	<i>Meeting agendas</i> <i>Role clarifications</i>		
<b>GROUP PROCESS</b> <i>How do we work together? How do we solve problems? How do we manage time?</i>	<i>Norms of behavior</i> <i>Action planning/problem solving</i> <i>Schedule + time savers</i>		
<b>SHARED LEADERSHIP/PLANNING</b> <i>What are our student achievement goals? Are they the stretch we need? How are we doing? Are our actions helping us get where we want to go? What needs to change?</i>	<i>K-3 Action Plan</i> <i>Student data notebooks</i> <i>Educator team meeting notes</i>		
<b>FOLLOW-UP</b> <i>Who needs to know <b>what</b> to help us meet achievement goals? How can we make that happen?</i>	<i>Meeting notes</i> <i>Curriculum placement</i> <i>Content coverage</i> <i>Tutoring logs</i>		
<b>RESEARCH BASE/ PROFESSIONAL DEVELOPMENT</b> <i>What does research say about what we need to do?</i> <i>What do we need to know to do our jobs better? What new skills will help us get our kids to benchmark?</i>	<i>Articles, protocols for discussion, online sources</i> <i>Access to PD resources, e.g., expert trainers; SBRR programs &amp; intervention materials; best practices for assessment, data analysis, &amp; scheduling</i>		
<b>MOTIVATION/EMPOWERMENT</b> <i>How do we stretch and celebrate? At each meeting?</i> <i>Over time?</i>	<i>Data boards &amp; displays</i> <i>Public celebrations of accomplishment</i> <i>Food and drink</i>		

# Participant Roles

## Facilitator

- Fosters discussion
- Brings out ideas and suggestions from others in the group
- Helps the group establish and accomplish its objectives

## Time Keeper

- Reviews agreed upon time parameters
- Reminds group when halfway through allotted time
- Announces when 10 minutes left
- Gives 3-5 minute signal for wrap-up

## Recorder

- Keeps accurate record of persons responsible for actionable items
- Makes copies of this record after the meeting and delivers to each group member and any other parties involved (principal, coach, teacher, etc.)

## Engaged Participant

- Listens
- Questions
- Contributes
- Commits to specific goals related to student achievement

## Activity 2

### Review of Agendas from A Variety of Teacher Meetings

1. Review the agendas on pages 4-7 of this packet.
  - ✓ Kihei Elementary, Hawaii
  - ✓ Schmoker 30- Minute Agenda/Pasadena USD, CA Record
  - ✓ Two 1-Hour Timed Agendas/Record
  
2. Compare the documents to see how each provides the following:
  - ✓ Focus on data
  - ✓ Follow-up strategies
  - ✓ Clear expectations: roles & use of time
  - ✓ Action steps/accountability

Which of the features do you see in these examples? What do you see that might strengthen your meeting agendas for better results?

<b><i>Features in Team Agenda Examples</i></b>	<b><i>Features Missing in Facilitation</i></b>
<b>DATA</b>	
<b>FOLLOW-UP</b>	
<b>ROLES/TIME</b>	
<b>ACCOUNTABILITY</b>	

3. Next Steps. What can you add to meeting facilitation to improve results?

## Kihei School Team Meeting

Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Today's Data Analysis/Instructional Focus: \_\_\_\_\_  
 Facilitator: \_\_\_\_\_ Recorder: \_\_\_\_\_ Timekeeper: \_\_\_\_\_  
 Members Present: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Follow-Up

Last Meeting's Data Analysis/Instructional Focus: \_\_\_\_\_

Successes:

Challenges:

### Today's Focus

Strengths:

Challenges:

### Proposed Action

### Action Plan Agreements

### Next Meeting

Data Analysis/Instructional Focus: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Recorder: \_\_\_\_\_

Timekeeper: \_\_\_\_\_

Comments:

# 30-Minute Team Meeting Agenda

(see completed form on following page)

Based on Results by *Mike Schmoker*

Today's Date: \_\_\_\_\_

Timekeeper: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Recorder: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Participants:

\_\_\_\_\_  
\_\_\_\_\_

## 1. Purpose of the Meeting

- Identify an area for focus: \_\_\_\_\_
- Agreed-upon goal: \_\_\_\_\_
- Develop strategies to promote results for an agreed-upon goal

## 2. Identification of Problem

- Problem

## 3. Brainstorming

- Concrete, practical solutions to this problem

## 4. Action Plan

- Rank-order brainstormed ideas
- List strategies the team agrees to implement between now and the next meeting
- Includes checks for student progress

## 5. The plan will be supported by the

Teacher actions:

- 1.
- 2.

Coach actions:

- 1.
- 2.

Principal actions:

- 1.
- 2.

# Team Meeting

## Sample Timed Agenda (1 Hour)

### **I. Review Current Student Data (10 minutes)**

- a. Which students have made significant progress since their data was last discussed?
  
  
  
  
  
  
  
- b. Which students are not making adequate progress?

### **II. Set Goals for Instruction (35 minutes)**

- a. Which students need more support? (2 minutes)
  
  
  
  
  
  
  
- b. What does their current reading program look like?
  - i. Write it down (5 minutes)
  - ii. Share (10 minutes)
  - iii. What could we do to intensify support for these students (18 minutes)

### **III. Questions and/or Mini Professional Development (15 minutes)**

## **A Sample Protocol for Looking at Data (1 Hour)**

### **Step 1: Getting Started (approximately 5 minutes)**

- The facilitator provides copies of selected data, making no comments on the work.
- Participants review the data silently, making notes about aspects of the data that they want to discuss.

### **Step 2: Describing the Data (approximately 10 minutes)**

- The facilitator asks the group to describe what they see, without making evaluations or interpretations of the data.

### **Step 3: Asking Clarifying and Probing Questions (approximately 10 minutes)**

- The facilitator asks the group to identify questions these data raise for them.
- The group responds with questions they have about the data.
- The recorder takes notes on the questions, but makes no comments yet.

### **Step 4: Speculating About the Data (approximately 15 minutes)**

- The facilitator asks the group what they think the data reveal.
- The group can now make interpretations and evaluations about the data.
- The facilitator responds to the group's questions and adds any information that is important to understanding the data.

### **Step 5: Reflecting on the Data (approximately 15 minutes)**

- The facilitator invites all participants to share thoughts about ways to improve the inputs, the output, or ways they might support improvement.
- The group develops an action plan.

### **Step 6: Closing (approximately 5 minutes)**

- The facilitator reviews the action plan, being sure everyone understands roles and responsibilities.
- The group agrees to next meeting schedule.



## Sample Data Team Log

<b>Date of Meeting</b>	<b>Time of Meeting</b>
<b>Facilitator</b>	<b>Recorder</b>
<b>Participants</b>	
<b>What was the primary area of focus for the data conversation?</b>	
<b>Briefly describe the action steps your team chose as the outcome for this meeting.</b>	
<b>What type of evidence did your team agree to bring back to your next meeting?</b>	
<b>Were there any particular challenges or obstacles encountered during or anticipated as a result of this meeting?</b>	
<b>Were there any particular successes encountered during this meeting?</b>	
<b>Date of next meeting</b>	

## **NORMS FOR GROUP MEETINGS**

### ***Examples***

#### ***We will each ...***

1. Be honest and share what we think and feel.
2. Participate in the conversation. It is our responsibility to get our voices in the room.
3. Focus on the task.
4. Think creatively and comprehensively.
5. Treat one another as equals.
6. Get our work done here and between meetings.
7. Listen when others speak – not prepare our remarks.
8. Be here and be on time.
9. Bring humor to the table.

## Team Meeting Focus

<i><b>Prior to school</b></i>	<i><b>Beginning of year</b></i>	<i><b>Throughout fall</b></i>	<i><b>Middle of Year</b></i>	<i><b>Throughout winter &amp; spring</b></i>	<i><b>End of Year</b></i>
<b>Big Look at Data</b>	<b>1st Benchmark</b>	<b>Progress Monitor High/ Some Risk Students</b>	<b>2nd Benchmark</b>	<b>Progress monitor High/Some Risk Students</b>	<b>3rd Benchmark</b>
<b>Create Action Plan(s)</b>	<b>Refine Grouping</b>	<b>Create Individual &amp; group instructional plan(s)</b>	<b>Refine Action Plan &amp; Grouping</b>	<b>Refine Individual and group instructional plan(s)</b>	<b>Big Look at Data Action Plan for next year</b>

**Key Elements to Adjust:  
Maximize Student Achievement**

<b>Time</b>	Increase instructional time <ul style="list-style-type: none"> <li>• Within school day</li> <li>• Outside of school day</li> <li>• Extend school year</li> </ul>
<b>Grouping</b>	Change grouping option <ul style="list-style-type: none"> <li>• Change membership</li> <li>• Make group smaller</li> <li>• Group students with similar instructional need</li> </ul>
<b>Materials</b>	Adjust Instructional Materials <ul style="list-style-type: none"> <li>• Change placement in program</li> <li>• Add scaffolding to program</li> <li>• Add additional programs (supplemental or intervention)</li> <li>• Change program</li> </ul>
<b>Delivery</b>	Change Instructional Delivery* <ul style="list-style-type: none"> <li>• Increase professional development provided to instructor</li> <li>• Change instructor</li> </ul>

## Application Activity



Michael

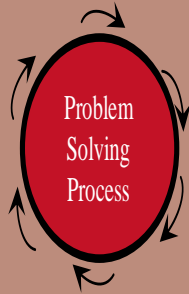
- Michael is a third grade student. His second grade outcome data indicated an overall reading score at the 22nd percentile which placed him in the Some Risk category
- Michael's recent screening information on reading fluency placed him at Some Risk, reading 68 wpm with 88% accuracy.
- Michael was administered a phonics screener which indicated significant difficulty with mastery of vowel combinations and two-syllable words.
- **Using the assessment information, determine Michael's instructional plan based on his profile.**

## Application Activity



Brianna

- Brianna is a first grade student at a new school. There are no previous records from Kindergarten.
- Recent screening information indicates that Brianna falls into the “High Risk” category of instructional need.
- Diagnostic information indicates that Brianna has not acquired phonemic awareness skills, she lacks beginning alphabetic skills (few letter-sound relationships), and recognizes few sight words.
- **Using the assessment information, determine Brianna's instructional plan based on her profile.**
- **Pair and Share.**



# Create Action Plans

## Tools for Action Planning Conduct Problem Analysis:

1. Has scientifically research-based curriculum been selected?
2. Placement tests administered?
3. Instructional groups by skill need created?
4. Schedule restructured to increase instructional time for intervention?
5. Professional development provided?
6. Instruction started as soon as possible?
7. On-going coaching and PD provided?
8. Student in-program progress and mastery monitored?
9. Attention to details of on-going implementation ensured?